

## Year 3 Summer Term Curriculum Overview 2024

	Week 1	Week 2	Week 3	Week 4	Week 5		Week 6	Week 7	Week 8	Week 9	Week 10
<b>MATHEMATICS</b>	<b>On-going application of mental, communication, problem solving and reasoning skills.</b>				Assessment Week	<b>HALF TERM</b>	<b>On-going application of mental, communication, problem solving and reasoning skills.</b>				Assessment Week
	<ul style="list-style-type: none"> <li>• To add fractions</li> <li>• To subtract fractions</li> <li>• To partition the whole</li> <li>• To know unit fractions of a set of objects</li> <li>• To know non-unit fractions of a set of objects</li> <li>• To complete reasoning with fractions of an amount</li> <li>• To know pounds and pence</li> <li>• To convert pounds and pence</li> <li>• To add and subtract money</li> <li>• To find change</li> <li>• To know Roman numerals to 12</li> <li>• To tell the time to 5 minutes</li> <li>• To tell the time to the minute</li> <li>• To read time on a digital clock</li> <li>• To use am and pm</li> <li>• To know years, months and days</li> <li>• To know the relationship of days and hours in the day</li> <li>• To use hours and minutes – use start and end times</li> <li>• To use hours and minutes for durations</li> <li>• To look at minutes and seconds</li> <li>• To know different units of time</li> <li>• To solve problems with time</li> </ul>	<ul style="list-style-type: none"> <li>• To understand turns and angles</li> <li>• To know right angles</li> <li>• To compare angles</li> <li>• To measure and draw accurately</li> <li>• To know horizontal and vertical lines</li> <li>• To understand parallel and perpendicular</li> <li>• To recognise and describe 2D shapes</li> <li>• To draw polygons</li> <li>• To recognise and describe 3D shapes</li> <li>• To make 3D shapes</li> <li>• To interpret pictograms</li> <li>• To draw pictograms</li> <li>• To interpret bar charts</li> <li>• To draw bar charts</li> <li>• To collect and represent data</li> <li>• To look at two-way tables.</li> </ul>									

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<b>ENGLISH</b>	<p><b><u>The Magic Box by Kit Wright</u></b></p> <ul style="list-style-type: none"> <li>To develop creative responses to the text through drama, storytelling and artwork</li> <li>To compose poetry</li> <li>To write in role in order to explore and develop empathy for characters.</li> </ul> <p><b>Possible writing outcomes</b></p> <ul style="list-style-type: none"> <li>Poetry writing</li> <li>Performance poetry</li> </ul> <p><b><u>The Green Ship by Quentin Blake</u></b></p> <ul style="list-style-type: none"> <li>To explore how changes to settings effect characters’ feelings</li> <li>To infer details about a character from illustrations, character descriptions and dialogue</li> <li>To investigate how illustrations influence a reader’s experience of a text</li> <li>To use a thesaurus to expand use of ambitious vocabulary</li> <li>To develop creative responses to a text through drama, play, storytelling and photography</li> <li>To innovate from a familiar text to plan and write own narratives</li> <li>To self and peer assess writing against success criteria and respond to suggested improvements.</li> </ul> <p><b>Possible writing outcomes</b></p> <ul style="list-style-type: none"> <li>Extend vocabulary and language</li> <li>Annotations on artwork</li> <li>Story maps</li> <li>Character description</li> <li>Setting description</li> <li>Writing in role - diary extract</li> <li>List poem – The Storm</li> <li>Persuasion piece</li> <li>Narrative – innovated version of the story.</li> </ul>		<p><b><u>The Tin Forest by Helen Ward and Wayne Anderson</u></b></p> <ul style="list-style-type: none"> <li>To engage children with a story with which they will empathise.</li> <li>To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives.</li> <li>To develop creative responses to the text through drama, storytelling and artwork.</li> <li>To compose poetry.</li> <li>To write in role in order to explore and develop empathy for characters.</li> </ul> <p><b>Possible writing outcomes</b></p> <ul style="list-style-type: none"> <li>Writing in role</li> <li>Diary entry</li> <li>Poetry</li> <li>Descriptive Writing</li> <li>Letter Writing</li> <li>Book Reviews</li> </ul> <p>Creative Writing.</p>	
	<b>SCIENCE</b>	<p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>To explore the requirements of plants for life and growth (air, light, water, nutrients, from soil, and room to grow) and how they vary from plant to plant</li> <li>To know the way in which water is transported within plants</li> <li>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<p><b><u>SCIENCE WEEK</u></b></p>	<p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>To explore the requirements of plants for life and growth (air, light, water, nutrients, from soil, and room to grow) and how they vary from plant to plant</li> <li>To know the way in which water is transported within plants</li> <li>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>

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<b>HISTORY</b>						<p><b><u>Which was more impressive – The Bronze Age or the Iron Age?</u></b></p> <ul style="list-style-type: none"> <li>To understand the importance of the improvements made by using bronze</li> <li>To use sources in order to find out more about Bronze Age life</li> <li>To reach a conclusion about the scale of the achievements made in the Iron Age</li> <li>To make a comparison between home life in the Bronze Age and the Iron Age</li> <li>To understand the dangers faced in Bronze and Iron Age Britain</li> <li>To reach an overall judgement comparing the Bronze Age to the Iron Age.</li> </ul>
<b>GEOGRAPHY</b>	<p><b><u>Do we like to be beside the seaside?</u></b></p> <ul style="list-style-type: none"> <li>To discover how much the children know about, and have experienced, the seaside, and to locate UK coastal places on a map</li> <li>To introduce a region of the UK, and discover how varied its coastline is</li> <li>To describe, compare and contrast natural features found at the coast, using appropriate geographical vocabulary</li> <li>To introduce family and economic activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features</li> <li>To carry out research and prepare a presentation</li> <li>To extend the children’s knowledge and understanding beyond their local area to include a range of places in the UK.</li> </ul>					
<b>ART</b>	<p><b><u>Plant Art:</u></b></p> <ul style="list-style-type: none"> <li>To use sketch books to record observation</li> <li>To use sketchbooks to review and revisit ideas</li> <li>Experiment with different grades of pencil and other implements.</li> <li>Plan, refine and alter their drawings as necessary.</li> <li>Draw for a sustained period of time at their own level.</li> <li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>To work on still life drawing to improve their mastery of shading and drawing techniques using a variety of soft and hard pencils</li> <li>To investigate drawing with a range of materials, such as pastels, pencils, pen, etc</li> <li>To improve their mastery of painting with a range of materials revisiting the colour wheel</li> <li>Mix a variety of colours and know which primary colours make secondary colours, if necessary</li> <li>To draw or paint with on a range of backgrounds to see how and which effects they like. Ideas to be investigated in sketchbooks</li> <li>Links to Science to investigate watercolour and botanical drawings</li> </ul> <p><b><u>Artists: Georgia O’Keeffe</u></b></p>					
<b>DT</b>						<p><b><u>Baking Bread</u></b></p> <ul style="list-style-type: none"> <li>Understand how products have been designed, made, what a ingredients would be needed to fit purpose and design criteria ‘why are you making this bread’</li> <li>Start to order the main stages of making a product</li> <li>Learn about chefs and manufacturers who have developed ground-breaking products, current and historical</li> <li>Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work</li> <li>Use simple tools safely</li> <li>Use a range of techniques in addition to KS1 including, kneeding, mixing, etc</li> <li>Start to evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i></li> <li>Begin to disassemble and evaluate familiar products and consider the views of others to improve them. <i>What would you do differently next time?</i></li> <li>How has bread changed and been baked over the centuries.</li> </ul> <p><b><u>Bakers:</u></b> Mrs Beeton, Paul Hollywood, Project SEED ‘Challah Bake’</p>

## Year 3 Summer Term Curriculum Overview 2024

<b>COMPUTING</b>	<p><b>COMPUTING STRAND: Information Technology</b>  <b>Unit 3.6 Branching Databases – Programs; 2Question</b></p> <ul style="list-style-type: none"> <li>To sort objects using just YES/NO questions</li> <li>To complete a branching database using 2Question</li> <li>To create a branching database of the children’s choice.</li> </ul>	<b>COMPUTING</b>	<p><b>COMPUTING STRAND: Computer Science, Information Technology &amp; Digital Literacy</b>  <b>Unit 3.5 Email (including email safety) – Programs; Email</b></p> <ul style="list-style-type: none"> <li>To think about the different methods of communication</li> <li>To open and respond to an email. To write an email to someone, using an address book</li> <li>To learn how to use email safely</li> <li>To add an attachment to an email</li> <li>To explore a simulated email scenario.</li> </ul>
<b>PE</b>	<p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>To develop the sprinting technique and improve on your personal best.</li> <li>To develop changeover technique in relay events.</li> <li>To develop jumping technique in a range of approaches and take off positions.</li> <li>To develop throwing for distance and accuracy.</li> <li>To develop throwing for distance in a pull throw.</li> <li>To develop officiating and performing skills.</li> </ul>	<b>PE</b>	<p><b><u>Invasion Skills (netball)</u></b></p> <ul style="list-style-type: none"> <li>To develop passing and moving and play within the footwork rule.</li> <li>To use a variety of passes to move towards a goal.</li> <li>To develop movement skills to lose a defender.</li> <li>To defend an opponent and try to win the ball.</li> <li>To develop the shooting action.</li> <li>To apply skills and knowledge to play games using netball rules.</li> </ul>
<b>MUSIC</b>	<p><b>Unit: Jazz</b></p> <p>Ongoing Focus: Children are introduced to jazz, including how the genre of music evolved over time, and learn how to compose and perform a piece with swung quavers.</p> <p>Playing their composition accurately in time with their group. Identifying the difference between regular rhythms and swung rhythms. Composing a swing version of a nursery rhyme. Learning different types of jazz, understanding how the genre evolved over time.</p> <p><b>MUSIC STRANDS:</b></p> <ul style="list-style-type: none"> <li>Performing</li> <li>Listening</li> <li>Composing</li> </ul>	<b>MUSIC</b>	<p><b>Unit: Traditional instruments and improvisation: India</b></p> <p>Ongoing Focus: Learning about traditional Indian music, including the rag and the tal, identifying instruments used and creating their own improvisation in this style.</p> <p>Performing a traditional Indian song with voices and instruments from staff notation. Recognising the stylistic features of Indian classical music. Creating an Indian-inspired composition using drone, rag and tal. Consider how music developed differently in other parts of the world.</p> <p><b>MUSIC STRANDS:</b></p> <ul style="list-style-type: none"> <li>Performing</li> <li>Listening</li> <li>Composing</li> </ul>
<b>SRE/ PSHE</b>	<p><b><u>Developing a healthy lifestyle</u></b></p> <ul style="list-style-type: none"> <li>Children know why we should keep safe in the sun and protect skin from sun damage.</li> </ul> <p><b><u>Preparing to be citizens in society</u></b></p> <ul style="list-style-type: none"> <li>To know about their responsibilities, rights, and duties (home, school, and the environment).</li> <li>To see that the School Council in school mirrors how local/national democracy works. They learn about the role of a School Councillor. (Link back to British Values democracy)</li> <li>To understand about resolving differences – agreeing and disagreeing.</li> <li>To appreciate difference and diversity (people living in the UK). Children know what different religions and ethnicities live throughout the UK.</li> <li>To can think about the lives of people living in other places, and people with different values and customs. They can see and respect other people’s points of view.</li> </ul> <p>British Values – The Rule of Law</p>	<b>SRE/ PSHE</b>	<p><b><u>My Money Week - (Financial Education)</u></b></p> <ul style="list-style-type: none"> <li>To know that they can pay for things in a range of ways. They can describe other ways of making payments and understand the reasons for them</li> <li>To know that the choices they make about spending and saving money can be influenced by and have an impact on other people</li> <li>To know that some things are better ‘value for money’ than others. They understand that it may not be possible to have everything you want, straight away, if at all.</li> <li>To find different ways to track what they spend and save and there are different ways of recording this E.g. keeping a spending diary or keeping receipts.</li> <li>To learn about the different jobs/professions they could do in later life. They think about the skills and attributes they could bring to a job.</li> </ul> <p><b><u>Transition</u></b></p> <ul style="list-style-type: none"> <li>To be given strategies to manage the transition between Year 3 and Year 4.</li> </ul> <p>British Values – individual liberty</p>

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<b>FRENCH</b>	<p><b>Je me présente (Presenting Myself)</b></p> <ul style="list-style-type: none"> <li>To count to 20</li> <li>To say their name and age</li> <li>To say hello and goodbye, then ask how somebody is feeling and answer how they are feeling</li> <li>To tell you where they live</li> <li>To tell you their nationality and understand basic gender agreement rules.</li> </ul>	<b>IS</b>	<p><b>La Famille (The Family)</b></p> <ul style="list-style-type: none"> <li>To tell somebody the members, names and various ages of either their own or a fictional family in French</li> <li>To continue to count in French, with the option of reaching 100, enabling students to say the age of various family members</li> <li>To understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French</li> <li>To move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</li> </ul> <p><b>Topic: Jewish Heroes</b></p> <ul style="list-style-type: none"> <li>To know why telling the truth is important from the story of Yehoshua.</li> <li>To know the Jewish understanding of modesty from Sarah Imeinu.</li> <li>To understand the importance of standing up for ones beliefs from Miriam.</li> <li>To know what the Jewish understanding of justice and bravery is from Yehuda.</li> </ul> <p><b>Chagim: Three Weeks</b></p> <ul style="list-style-type: none"> <li>Knows that the 17<sup>th</sup> Tammuz is a fast day because the wall surrounding the Bet HaMikdash was broken into by the Romans</li> <li>Understands that there are periods and customs of mourning in the Three Weeks: 1 )from the 17<sup>th</sup> Tammuz until Rosh Chodesh Av, 2) the Nine Days (by Sephardim this is the week in which 9 Av falls),3) Tisha B'Av itself</li> <li>Knows the specific customs pertinent to period: 1) see previous year groups, 2) no meat or wine except on Shabbat (link to non-meaty meals in school during the 9 days),and no swimming for pleasure 3) see previous years and in addition we don't sit on comfortable chairs during Tefillah</li> <li>The fast starts at night and lasts for 25 hours (like Yom Kippur).</li> </ul> <p><b>Parashah</b></p> <ul style="list-style-type: none"> <li>To know the name of the weekly Parashah in English and Hebrew</li> <li>To know the key personalities within each Parashah</li> <li>To know the episodes of the weekly Torah portions</li> <li>To understand how we can apply the character traits of different Torah personalities, to our own lives</li> <li>To be able to recite the Parshiot in the books of the Torah</li> <li>To be able to find the weekly Parasha in a chumash</li> <li>Kedoshim – To understand the command to respect the elderly</li> <li>Emor – To be able to list the various Chaggim mentioned in the Parashah</li> <li>Behar – caring for the environment</li> <li>Bechukotai – good and bad behaviour has consequences</li> <li>Bamidbar – every individual counts in the eyes of Hashem.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Prayer for the State of Israel with focus on Shin/Sin with two dots</li> <li>Shva rules review</li> <li>To focus on reading for fluency using Megillat Rut as a text.</li> <li>To increasingly use script Hebrew writing when writing words or sentences in Hebrew.</li> </ul>
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